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ABSTRACT

This paper discusses curriculum reform in Italy. Teachers should offer a global approach to education while teaching civic education to students. Referred to as "making culture," civic education should contain content that satisfies the criteria of validity, significance, interest, and student learning. Schools should create new curriculum goals, objectives and programs, and evaluate the programs. A regional training proposal for Italian teachers is included that gives the goals and objectives for the legal, economic, and socio-political aspects of civic education. The four cycles for this program are humanization, socialization, personalization, and the socio-political engagement. The document also includes: (1) the training objectives and didactic contents of the program including curriculum guidelines for using newspapers in the classroom; and (2) a teacher's guide. (DJC)

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CIVIC EDUCATION IN PROFESSIONAL TRAINING

by

Alfredo Tamborlini

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CIVIC EDUCATION IN PROFESSIONAL TRAINING

Professional Training

"One of the principal functions of PT should be that of a link between scholastic training, after compulsory schooling has been fulfilled, and the introduction in certain productive activities, according to the qualification experiences".

The Law Outline intends "the PT as accomplishing the right to work and the growth of the workers' personalities through the acquisition of a professional culture (art. 1)" and "as a public service meant to assure training aimed at acquiring professional roles (art. 2)".

Thus the principal of basic professionalization is meant as a knowledge of theoretical and practical requirements as well as carrying out the duties required for working in the professional area chosen.

The present programs concern two areas:

a) Cultural subjects, including the historic-linguistic area, concentrated on the human-social training, as well as including the present civilization.

Such subjects are seen as instruments to educate the youngster towards a personal emancipation as well as to become aware of their own social functions through:

- correlating the historical-political-institutional problems;

- acquiring a linguistic-expressive knowledge which favors the youngster's taste and interest for literature and a personalized culture.

In the path indicated some priorities can be put into evidence, such as:

- the study of the language (the live language, literature, grammar and dictionary research...);

- written exercises (observation reports, individual and group research);

- indicating particularly significant pages;

- reading literary works.

For that which concerns the teaching, a global approach would seem to be preferable, thus helping the students to acquire parameters and reference points for a personal evaluation of the world of labor which they will become a part of;

b) subjects more strictly concerned with the chosen sector for the specific professional preparation.

In such a manner PT intends to stimulate the growth of the student, the citizen and worker, by setting specific objectives:

- teaching (logics, critical and creative spirit, skill to distinguish, observe, reflect, establish and keep interpersonal relationships...);

- didactics (as an accomplishment of the teaching objectives, on precise and specific professional terms).

The law outline as well as some didactic regional orientations dealing with the teaching branches common in various sectors, speak of "typical training limits"; furthermore three areas of research are shown (historical-economic-social, civic education) in an inter-teaching branch tie with the scientific culture, attributing the three common areas the duty to carry out a cultural animation as well as a mediation between the experience of the students and the reality of the world of labor.

At this point the following methodological-didactic methods are outlined as necessary:

- a didactic program respecting the single methodologics between the technological, scientific and cultural natures;

- multiple, continuous and organic unity of the training assistance;

- methodological-didactic innovation and educational research, through study activities, research documentation and experiments.

The increase in knowledge has reached such a point that it

is no longer possible, not even for the specialist, to know everything about his field; therefore it becomes necessary that different ways of learning and more selection on what should be learned is considered. Above all, however, it is important that a group of values be singled out to orientate the global educational experience of man. In such a prospective, the various teaching branches, within a necessary programming, will become a reserve to which one can turn to educate, carrying out the objectives of the PT school, identifiable in the orientation of the training.

In the didactic planning each teaching branch will have a place of its own to function, in any case it will not be necessary to single out principal and subordinate teaching branches as much as to organize organic projects according to a global didactic approach.

Therefore it appears to be more clear that scholastic education is a process before it becomes a result; each school must, therefore single out its own educational objectives, through participation among its bodies, besides:

- making rational decisions,
- for an adequate job towards the students,
- giving particular attention to the local reality.

In such a manner the so-called programming would be outlined according to the following steps:

a) clear formulation of the possibilities which are intended

to be experimented;

b) formulation of objectives:

general (on a school level as an institute),

intermediate (at the end of each scholastic cycle),

specific (corresponding to a precise teaching activity).

The objectives should regard therefore the intellectual aspects as well as emotional, social and physical development of the students, at a certain period of time.

c) programming the actual educational process meant not so much as programming the contents and notions to be proposed as much as the programming of the conditions made to obtain results for producing changes in the students and checking the level;

d) checking the results through a control of your own activity and a constant-research and "doubt" which keeps into account the technical-evaluation elements as well as and above all the person you have in front of you.

In fact we are dealing with a cycle process where the last step is the beginning to continue (see figure).

This same law outline reminds us that "the didactic programming must conform to a criteria of short term and the essentiality of the courses as well as the training cycles must be also carried out through a modular structure."

Some specifications of method and manners

Making culture is at this point outlined as:

- supplying a methodological instrument to know how to be active subjects in your own reality;

- abandoning any pretense and misunderstandings in the choice of the instruments;

- be an "animator" teacher;

- learn to accomplish, without separating the educational moment and the responsability to participate;

- find men able to "create a dialogue" who have matured an internal change of mentality.

In order to be included in a course, the contents should satisfy the criteria of validity, significance, interest and possibility of learning according to the principal of the knowledge units; the "facts", therefore, become important only if they contribute to the interior of the ideas, concepts and basic principals of the various teaching branches.

- underline the rising values;
- put into evidence the custom/rule and rule/custom relationship;
- explain the regulations of the State, the relationships with the citizens as well as the lines which regulate the relationships among the citizens themselves;

- illustrate the various answers, on a legislative level, given to similar problems in different times and places.

Among other things, coming to the connection instituted on the professional training level and in particular including the "civic education" in general culture, it seems possible to affirm that at least three "universal subjects" can be linked with civic education even though, obviously, not in a technical and systematic manner. In particular we are referring to what is contained in legal science and economic science and indications which allow the student to feel, even though perhaps not in a strictly scientific manner, the social and political realities which civic education puts him into contact with.

These links, easily found in general culture have a specific function in the professional training which we can technically indicate as an objective determined by the nature of the institute to which they were constructed.

That is, the student must be able to control his social relationships by the end of the course, in a substantial and formal sense which involve him as a worker. This means that the schooling experience, relative to civic education, within the general culture, must allow him to face various "forms" of relationships in correspondence with the various "contents" which these relationships present.

The legal aspects

These are obviously the most direct aspects of civic education. From the general outline offered by the Constitution to the particular manners which regulate labor relationships, there exists a series of information which the school must assure to the student, so as to guarantee to him a correct knowledge of his rights as a citizen and worker and become aware of his duties.

Certainly the basis for an understanding of these relationships is at the same time the experience which the student has before and consequently as a member of the community, be it the family, the school or any other group he may belong to.

If this experience which currently is known as "socialization" is the first ground for verifying social relationships, on which the civic education is based, the awareness, in formal terms as well, constitutes a difficult itinerary which the school must organize and support.

We are at an age now in which reflection may reach sufficiently abstract levels which are enough to deduce from the observation of the reality as well as of the same information, the general principals on which the legal system is based. In any case the danger, from a didactic point of view, is in the proposal of too much abstraction and generalization which with respect to the maturity of the subject to be educated, can be inadquate. If on a universty

level, for example, the distinction between objective right and subjective right may be held by a sufficient structure knowledge, due to a previous cultural experience as well, within the professional training in fact the distinction becomes difficult. It will be the teachers duty to find the suitable "techniques" to favor the growth of these concepts, among other things considered essential for applying them within the legal system.

This is a mere example of the difficulty which civic education may present, as an alphabetation towards law - if the expression may be used; but difficulties of this type should not induce the teacher to level out his teaching actions. Pragmatism which, limits the teaching to mere practice should be avoided, according to us. The effort of the teacher must be turned towards the structurization of the student, of simple but correct concepts, necessary to the reading of the right begining with the foundation of the principals which established it. Only in these terms can we speak of civic education.

The economic aspects

Without viewing the social reality through economics, we feel in any case that quite a remarkable part of the regulations which constitute the legal system are an answer to the legal probloems within the economic relationships. All the theory of shops, a good part of family law, and

almost all the law dealing with labor, without mentioning the legislation on property, all make reference to the economic problem.

Some aspects of this - always in reference to civic education - are highly educational for the preparation of the student for a correct management of his legal relationships and in this case also economical. If we consider the right of ownership as explained in our constitution. According to which (art. 42 Constitution) "private property is acknowledged by the law, which determine the manner of purchase and the limits as to assure the social function..." constitutes a highly effective educational aspect for that which regards those that are more difficult to accept.

The same thing may be said for the complex subject of labor, also considered under an economic point of view. The III Title of the Constitution with regards to this is already a fundamental base for the organization of reflections and research, to verify, within the legislation enforced on labor, the obedience of the constitutional principals.

If, for that which regards the law, civic education (of which civic instruction is not an exclusive but specific instrument) is carried out according to a substantial conformity to the formal system which supports the Italian society; for that which regards economy, evidently, the professor's position in a certain way is more free and

inevitably more technically qualified, considering the level of schooling to which we are referring.

The social-political aspects

There is no doubt - within the framework of general culture - that particular attention is given, along with legal and economic information, an information which we will call, even if not in the best way, of a "humanistic" nature, using the expression in the same manner as when "humanistic psychology" is mentioned. In other words, the student must be brought to include along with the legal and economic information, a concept to exploit the "human" global aspect of every relationship, regardless of its epistemological moment.

Without this prospective, it would be meaningless to try to explain to the youth the foundation present in the legal doctrine according to "summum ju summa injuria", nor could those rules of behavior be accepted which appeal to the solidarity and honesty, in economy as well as in law, in other words to the spirit of the law rather than to its literary meaning.

We are therefore about to propose, in a civic education program oriented towards the profession, an addition which also considers human relationships within the social psychology and sociology, actually within the framework of a "political" vision of the social structure.

Therefore, inevitably, civic training has political value. The problem is very serious. Even though this is not unanimously acknowledged, it is a fact that political education has always been present in school. In reality this coincided with civic education, because of the strict control which the power has always had on school itself.

With the democratization of the scholastic system (or with its theoretical democratization) the problem of political education has presented itself in all of its contradiction. This cannot be solved by simoly specifying that while "political" education is allowed "party" education is not.

In reality, political education at school is the result - or should be the result - of a critical training, which through the civic educational experience (as information as well) of economic and social education may at the same time defend the student from ideological suggestions and supply him with the instruments to elaborate his position as a responsible citizen and worker.

A REGIONAL TRAINING PROPOSAL

1. CLASSIFICATION OF THE OBJECTIVES

The objectives have been classified in four similar areas in relation to the aims which each one of these carry out.

The above areas are:

1) technical-operative area
2) technological area
3) complementary area
4) cultural area

1.1 CHARACTERISTICS AND AIMS OF THE TECHNICAL-OPERATIVE AREA

In the technical operative area are found the objectives relative to carrying out the practical activities (typing, filling out forms, cards, operations for keeping files, etc.)

The specific aims of this area, therefore should be relative to the specific development of the operative abilities. These must be understood in the double significance of:

1) acquisition of knowledge and ability to carry out specific activities;

2) introduction to productive and organizational contexts, characterized by its own technology as well as by rules,

behavior, etc.

Therefore in this area the student may concretely construct the "representation" of a working environment in his own interest.

1.2. CHARACTERISTICS AND AIMS OF THE TECHNOLOGICAL AREA

The objectives relative to the technical-scientific type of knowledge are classified in the technological area. These regard, for example, the technologies and services used in an office, the techniques for data processing and accounting documents, etc...

It is knowledge which is logically tied to the activities programmed in the technical-operative area and which must be didactically managed in a syntonic manner.

1.3 CHARACTERISTICS AND OBJECTIVES OF THE COMPLEMENTARY AREA

The complementary area contains the objectives aimed towards the acquisition of fundamental scientific knowledge and the development of the capacity to carry out logical-formal processing as well as to learn and operate on formal representations of phenomenon.

In this didactic area we not only find "traditional teaching" such as mathematics and geometry, but also more recent processing and scientific applications such as

logic and methodology of algorithms as well as least recent processings which, in any case, cover a progressively growing role with the development of technology, such as statistics.

1.4 CHARACTERISTICS AND OBJECTIVES OF THE CULTURAL AREA

The objectives of the cultural area bring us back to what was already mentioned in the introduction,. In fact, it is particularly in this area that the multiuse and flexibility required by the technological and organizational development is reflected.

Compared with a productive service structure which requires more and more factors tied to the management of automatic processes as well as to the interaction with complex organizational systems, the P.T. cannot reply with a training schedule which would dedicate only a marginal role to "general culture".

In reality, the rapid changes of the labor organization are showing the need for a different type of professional figure, characterized by interteaching and multiuse knowledge as well as the capability of adjusting to changes in the labor situations; all through the acquisition of culture which is costantly more ample and flexible, consequently finishing, in many cases, professional courses which are rigidly specialistic.

For that which regards the cultural area, which is what we are interested in here, it is in any case fundamental that we forget the concept which separates intellectual work from manual work, theoretical from practical, and finally, culture from tecnique.

It is already the opinion of the most attentive operators of P.T. that the students attending the courses should also acquire those abilities and knowledge which, not actually going into the technical side, make up an indispensable assumption.

It is necessary, for example that they are able to interact (explain themselves and understand) with various partners, who know how to use information/training instruments (technical books, instalments, graphs, audio-visuals, etc..), who possess a discreet and precise technical-scientific vocabulary and, not least important, who acquire social-economic notions.

Some of these "skills", and we could list others, should already be known by the students coming from mandatory school, but often they have been taught poorly for that which concerns the general behavior towards school and work, with a consequential slow down in the learning process. Keeping this in mind, it appears clear that the solution to this problem is entrusted to all the operators of the P.T. (and not only those who teach "general culture") and that each one of them, within their capacity, should help the

students to acquire the skills of analizing, as well as the habit of thinking logically, explaining things clearly, which amplifies and motivates each type of knowledge.

Objectives and contents in this area, therefore, have strong elements which integrate them into the other areas.

It is necessary that such integrating elements find a similar integrating and complete didactic strategy.

COMPLEMENTARY AREA

- calculation and statistic representation field
- logical-mathematical processing field
- geometrical-space representation field

CULTURAL AREA

- linguistic and communication field
- historical-social and institutional field
- economical and labor organization field
- integration and cultural revision field.

From a methodological point of view, the structure of the contents in the fields permit a more organic "reading" of the proposed program, above all aimed towards the individualization of the didactic inter/multiteaching routes.

3.2 DEFINITION OF THE FIELDS OF PARTICIPATION

3.2.1. TECHNICAL AREA - OPERATIVE

In this area the fields of participation have been singled out through a classification of the activities required. A group of activities have therefore appeared to be consistent in applying the procedures (filling out and sending out documents, forms, etc..) together with a group of specific activities tied to the "production" of documents and information (typing, photocopying, producing letters, etc..).

3.2.4. CULTURAL AREA

The linguistic and communication field regards the development of knowledge and grammatical ability as well as syntax, through the development of understanding and organizing the written and oral texts (also relative to the professional contents).

In this field the contents include communications, as well as analization and interpretation of linguistic codes used by the means of mass communication.

The historical-social and institutional field includes the contents relative to the fundamental institutions (of the family and State) which characterize the social view. In this context the knowledge and behavior which are commonly indicated as "civic culture" is included.

The economical and organizational field of labor includes

the knowledge which allows to "read" the fundamental mechanisms of the economic system (production, exchange, distribution, income, consumption, etc..) and to interact in an organizational structure, singling out the relationships which are established between the individual and the structure. The "rules", codified and informal, on which they are based. In this field we find the development of labor legislation, union relationships, labor organization, etc..

In projection work, the difficulty to codify a series of training processes arose, being that their nature is tied to changes in everyday life.

Here all events of a social, scientific, economic, moral, cultural, etc. nature are discussed, which practically change social and civil life daily, and therefore require a particular flexibility in the training concerning them.

Therefore, within the training program, a "teaching space", not bound by any precise contents and available to all the teachers of a course to be managed together for that which regards the distribution of the hours to be dedicated to it, as well as the choice of the subjects to be analized. Such a space could be called the Integration and Cultural Revision Field.

In this field, as far as the management is concerned, the use of specialized personnel could be used, hired from

outside of the Center. Otherwise that space could be used as a moment to catch up/reflect on any lack of learning shown by the class.

4. CULTURAL AREA

At the end of the 1st form, the student will be able to:

4.1 - Understand the relationship between qualification, professionality and productive technology with particular reference made to the technical and organizational changes being made.

4.2 - Understand the specific characteristics in terms of business and the necessary knowledge/ability, of the professional figures referred to and relative to the 1st level training of the productive processes of the sector (secondary or tertiary) to which they belong.

4.3. - Understand the organizational characteristics of a P.T.C. and the functions carried out by the structures of a P.T. in the instruction system and on the labor market.

4.4. - On the basis of books dealing with newspapers and magazines, understand the meaning of terms belonging to the technical, institutional, political, trade union, etc. vocabulary.

4.5. - Process, on the basis of a typical outline, simple text relative to the activities in an office: internal communications, offers required, documents, correctly applying the spelling, grammatical and syntax rules.

4.6. - Interact in English or German constructing and understanding simple phrases in an affirmative, questioning and negative manner.

4.2. ECONOMIC FIELD AND THE ORGANIZATION OF LABOR

4.2.1. Economy

Mention of the technological development

- mechanization
- automation
- robotization

How professions change in relation to the technological development

The concept of qualification, professionality, professional profile

How to determine a work cycle

- phases
- activity
- instruments and resources

The characteristics of the tertiary sector

Office work in the tertiary sector

Technological and organizational evolution of the office

Typology of the professional profiles in the office work process

Visits and privileged evidence regarding the reality referred to.

4.2.2. Organization

Concept of organization

Elements of an organization (men, means, environment)

The organizational structures in which the student lives

- The family
- Group of equals

Analization of the organizations in which the student lives or with who the student comes into contact and explain the various elements:

- Roles
- Functions
- Hierarchical functional relationships

4.3. HISTORICAL FIELD - SOCIAL AND INSTITUTIONAL

Typology of the organizations

The social organizations

- Singling out the Roles and Functions of a P.T.C.

- Context in which the P.T.C. operates in relation to the managing institute and regional institute

- The functions of P.T. in Italy.

The teaching proposal of CNOS

The proposal attempts to answer the legislative request (law outline on professional training N°845/78) which foresees the growth of the worker's personality through acquiring a "professional culture" (art.1) which demands a respective cultural proposal of the numerous educational directions suitable to the local situations (art.7) as well as the teaching proposal request of CNOS, whose final objective is to operate towards the professional training linked with the labor world so as to promote a global growth of the young worker's person within the professional qualification of the triple qualified worker's dimension, as a citizen aware of his role in society and as a christain aware of his relationships with God, with Christ and with the Church.

The proposal is addressed to who attends basic professional courses (it is articulated in only four cycles).

It is structured in a "modular" form: in fact it is sectional nd progressive in the sequence of the didactic units. In such a way - it is thought - every form is used autonomously or combined with other forms of the same cycle or forms of other different cycles.

Finally, the form is more than one didactic unit structured according to the "problem solving" method.

Brief description of the objective of the four cycles

1st CYCLE - HUMANIZATION

With such a word it is intended the knowledge of oneself to guide his own growth (the youth being considered is fifteen years old).

The growth is analized under the following aspects:

- personal identity (it is the consciousness of the complexity of one's own development as well as expressive capacities);

- professional identity: (The professional training center is one of the first, if not the first, on which the reflections of a labor experience may begin);

- social identity: (the relationship with others and the environment is analized through a personal participation);

- religious identity: (the reflection on the forms of religion which the youth is facing aiming for a religious expression as an adult).

2nd CYCLE: SOCIALIZATION

The reflection on oneself establishes the basis for overcoming childlike egoistic behavior in view of becoming responsible towards others, whether they be classmates or friends (form 1), the persons in charge of the management or animation of the services present in territory (form 3), the

persons present in the working relationships (form 2) or finally the "new" person, Christ (form 4).

3rd CYCLE: PERSONALIZATION

This is the moment of the "critical choice" of the values (human, social, professional, religious) found through experiences had up to now, as a basis for planning a life. Every environment in fact "directs" the values: the life of the boys and girls of his own age, the family and factory life (form 1); the working environment seen in his production relationship (form 2) the working environment analized in his socialization experiences (form 3); the working environment experienced as a relationship between the forms of solidarity, service and the control of nature (form 4).

4th CYCLE: SOCIAL-POLITICAL ENGAGEMENT

The choice, if "critical" stimulates the personal action, the idea of a "life project" begins to form which originates from the conciousness of the problems our society is facing (massmedia, economic politics, ideological politics...) towards a Christian animation in his own surroundings.

IDENTITA' PERSONALE

- I valori: ricerca di valori e confronto con quelli appresi nel CFP, in famiglia, con gli amici, in fabbrica (stage)
- Sessualità: equilibrio tra le componenti in vista del pieno esercizio
- Valutazione critica delle informazioni dei mass-media: deformazioni, inesattezze, silenzi
- Arricchimento del linguaggio mediante l'uso del linguaggio della stampa, radio, TV, cinema

DIMENSIONE SOCIALE

- Esperienza di socializzazione allargata all'ambiente di fabbrica (dove si fa lo stage)
- Le organizzazioni sindacali in fabbrica
- Approfondimento delle conoscenze sulle istituzioni pubbliche e statali

TERZO CICLO

DIMENSIONE PROFESSIONALE

Introduzione al problemi della produzione, della organizzazione del lavoro, della organizzazione ed economia aziendale (eventuali richiami e confronti con la realtà dell'azienda in cui si fa lo stage)

Nozioni principali di economia politica (lavoro, reddito, prezzi, moneta, risparmio)

Evoluzione tecnologica e professionalità moderna

DIMENSIONE ETICA

Approfondimento della propria appartenenza alla Chiesa come membro vivo e responsabile

La Cresima, il sacramento che ci fa adulti nella fede

Maria, Madre della Chiesa e Ausiliatrice

Esperienze di preghiera personalizzata

IDENTITA' PERSONALE

- I valori: tentativo di comporre una scala di valori alla luce del Vangelo
- Sessualità e suo significato nel matrimonio e nel celibato
- Lisa critica dei mass-media
- Conoscenza delle strutture dei mass-media

DIMENSIONE SOCIALE

- Il mondo del lavoro come si presenta in Italia: le varie organizzazioni sindacali e le soluzioni da esse proposte
- La situazione politica in Italia e accostamento alle principali ideologie che ispirano le varie forze politiche
- La situazione socio-economica-politica nel mondo: il problema della fame, del disarmo, della fame

QUARTO CICLO

DIMENSIONE PROFESSIONALE

Nozioni di politica economica per un accostamento ad alcuni problemi di oggi (costo del lavoro, disoccupazione, debito pubblico, inflazione ...)

Cenni sulla situazione nelle principali aziende nazionali (private e a partecipazione statale) e dei settori produttivi in Italia

DIMENSIONE ETICA

- Verso un proprio progetto di vita, per un impegno di servizio nella società e nella Chiesa: le diverse scelte (affettiva, professionale, di servizio sociale)
- Matrimonio e sacerdozio: i sacramenti della donazione di sé nell'amore e nel servizio
- Maria, modello di vita e di fede riuscita
- Esperienze di preghiera liturgica

ITER FORMATIVO - CULTURALE

IDENTITA' PERSONALE

- Ricerca sull'a propria identità personale (dimensioni crono-bio-psicologiche, mentale, morale)
- Sessualità: aspetto fisico e psichico
- Recupero e sviluppo della capacità espressiva scritta e orale

DIMENSIONE SOCIALE

- Riflessioni sulle prime esperienze comuni di vita organizzata nel CFP
- Ricerche e riflessioni sul contesto socio amministrativo locale (organizzazione degli Enti locali: comune, provincia...)
- L'ordinamento regionale

PRIMO CICLO

DIMENSIONE PROFESSIONALE

- Conoscenza dei reparti del CFP
- Comportamento nell'officina del CFP
- Ricerche sul contesto socio-amministrativo locale

DIMENSIONE ETICA

- Riflessione sull'esperienza di vita cristiana nella propria comunità locale
- Iniziazione al senso religioso della vita e sacramenti dell'amore di Dio Padre
- Il Battesimo: il sacramento che ci fa figli di Dio
- Maria, Madre di Dio e Madre nostra
- Esperienze di preghiera personale

IDENTITA' PERSONALE

- La socialità: riflessione sulle proprie relazioni interpersonali in famiglia e con gli amici
- Sessualità: aspetto affettivo e sociale
- Approfondimento della dimensione mentale e morale
- Approfondimento della capacità espressiva e conoscenza dei vari modi di comunicazione mass-media

DIMENSIONE SOCIALE

- Approfondimento delle esperienze di socializzazione nel CFP (lavoro di gruppo, assemblea di corso...)
- Approfondimento delle conoscenze sulla pubblica amministrazione locale e regionale (USL, servizi vari...)
- L'ordinamento dello Stato

SECONDO CICLO

DIMENSIONE PROFESSIONALE

- Conoscenza della organizzazione tecnica e amministrativa del Centro
- Avviamento al lavoro: assunzione al lavoro, disciplina in azienda...
- Principali elementi della retribuzione busta paga
- Cenni sulla evoluzione tecnologica con richiami alla rivoluzione industriale

DIMENSIONE ETICA

- Conoscenza di Cristo, uomo "nuovo" per una umanità "nuova" e Dio-che-salva
- I Santi (con focus...) modelli di vita secondo Cristo
- La Penitenza: il sacramento che ci "rinnova" e riconcilia col Padre e con i fratelli
- Maria, modello di purezza serena e vittoriosa
- Esperienze di preghiera comunitaria

Conclusive observations

The short time (four cycles) have forced the operators to think of the "essential" cultural services, services which favor research as a method of working. The critical reading of the facts, broad-mindedness to new problems... rather than a limited distribution of contents.

The educational viewpoint stimulates the teachers to create "friendly and collaborating" ties with the students which last after the limited time of the four cycles (CNOS has always cared alot about their ex-students movements).

- The problems taken into consideration in the 1st cycle (the personality in the various dimensions, the expressive capacity, the professional choice, group participation, in the professional training Center, in the working environment, in the society, in the church) are present in the following cycles on deeper levels.

- Every problem is set according to "problem solving" which is divided into stimulations, information, interpretation, checks, going deeper into particular problems.

- The cultural proposal follows the educational proposal: it gets inspiration from this and offers its cultural contents to it.

- Finally, the proposal - and it is the most important observation - was born in Abruzzo.

TRAINING OBJECTIVES AND DIDACTIC CONTENTS OF THE PROGRAM

The general culture program's aim is to help the mechanic planner to acquire all the cultural and social knowledge which will permit him to work (social-productive context) with a critical spirit and with awareness.

With regards to this introduction, a two year study program has been structured on four training forms, each finalized by a specific training objective. The training forms are divided into complete units of learning.

The methodology used for the teaching is the "mastery of the learning process".

The study program furthermore provides the use of the research methodology (through some field researches) so as to know the social reality.

1st TRAINING FORM: THE LANGUAGE

1.1 COMPLETE UNIT OF LEARNING:

The importance and use of verbal language.

1.2 COMPLETE UNIT OF LEARNING:

The conditions and elements of communication.

1.3 COMPLETE UNIT OF LEARNING:

The national linguistic reality (Italian and dialects).

1.4 COMPLETE UNIT OF LEARNING:

Italian linguistic history.

1.5 COMPLETE UNIT OF LEARNING:

The language's variety.

1.6 COMPLETE UNIT OF LEARNING:

Verbal language.

For the treatment of didactic contents provided in the above mentioned complete units of learning, the following aids will be used:

- instalment guide for the student;
- instalment guide for the teacher;
- training test at the end of the unit;
- class library (20 - 25 books).

2nd TRAINING FORM: THE NEWSPAPER AND POLITICAL INSTITUTIONS

2.1 COMPLETE UNIT OF LEARNING:

Technical elements of the newspaper

- the 1st page;
- the 3rd page;
- domestic news;
- foreign news;
- city and legal news;
- advertisements;
- the sports page;

- the economy and finance page.

2.2 COMPLETE UNIT OF LEARNING:

The contents of the newspaper and the political institutions.

- the editorial;
- the political "jumble";
- domestic political news;
- the "political" language;
- the Republic's organization (how it is in reality and how it is determined by the Constitution);
- the Constitution's bodies: President of the Republic, Parliament, Government;
- functions and relationships among the bodies of the Constitution:
- the political parties;
- The opinion groups;
- the ideological differences in the massmedia.

2.3 COMPLETE UNIT OF LEARNING:

the legal news in the newspaper and the Magistrature.

- the legal language;
- the organization and functions of the Magistrature;
- censorship and secrecy maintained during a preliminary investigation in the legal news.

2.4 COMPLETE UNIT OF LEARNING:

The local political news in the newspaper and the local political Institutions.

- local political news;
- the organization of the Trentino-Alto Adige Region and the Autonomous Trento Province (how they operate in reality and how they are defined by the Constitution);
- Provincial and Regional bodies: President of the regional and provincial Council, the regional and provincial Board, the regional and provincial Council;
- responsabilities, functions and relationships among the above bodies;
- political parties;
- bureaucratic organizations;
- opinion groups;
- ideological differences in the massmedia.

2.5 COMPLETE UNIT OF LEARNING:

the city news in the newspaper and the political institutions in the city and district:

- the city and local news;
- City bodies: Mayor, City Council, City Board;
- responsabilities, functions and relationships of the above bodies;
- mention of the District: President, district Assembly, district Council;

- political parties;
- opinion groups;
- ideological differences in the massmedia.

For treating the didactic contents provided by the above mentioned learning units, the following aids will be used.

The 1st complete unit of learning: elements of the technique in the newspaper provides the following teaching aids:

- instalment guide for the student;
- instalment guide for the teacher;
- Neri. M. "The newspaper in class",

1st part methodology and technique, Trento editor Innocenti. 1979 (at least 4 copies per class);

- daily newspapers;
- training test at end of unit.

The other complete units of learning provide the following didactic aids:

- general plan of each unit (one per student);
- basic article (one for every two students);
- dictionary;
- explanatory plans of the political Institutions (one for each student);
- key: reference to articles of the Constitution and the Articles of Association of the Trentino-Alto Adige Autonomy (one for each student);
- text of the Constitution and of the Articles of Association of the Autonomy of the Trentino Almto Adige

Region (one for each student);

- instalment guide for the teacher.

3rd TRAINING FORM: THE INDUSTRIAL REVOLUTION, WORK

The training objectives and the consequential didactic contents of this 3rd training form are aimed towards the acquisition of specific historical-social knowledge of the industrial organization of work as well as of the worker, being the protagonist of the productive process in it becoming history.

The present training form is therefore structured on two training periods, tightly tied between them. Respectively aimed towards the knowledge of the production's organization after the Industrial Revolution and the knowledge of human work in the industrial companies.

3.1 TRAINING FORM: THE INDUSTRIAL REVOLUTION

3.1.1. COMPLETE UNIT OF LEARNING:

The introduction of machines in producing merchandise

- the Industrial Revolution in England;
- factors which determined the development of the industrial system;
- the passing from the handicraft shop to the factory;
- the industrial cities;
- urbanization.

3.1.2. COMPLETE UNIT OF LEARNING:

The division of work and the new techniques of production.

- the revolution in the means of communication;
- economic liberalism (mention made to the market laws)
- the workers conditions in the first industries.

3.1.3. COMPLETE UNIT OF LEARNING:

From the first worker's revolts to the associations.

- Luddism;
- the first forms of worker's associations.

3.1.4. COMPLETE UNIT OF LEARNING:

Political prospects in the social struggles.

- Chartism;
- the commune;
- the French Utopists;
- Marxism;
- the lst worker's International;
- consequences of the social struggles: revolution and reforms.

3.1.5. COMPLETE UNIT OF LEARNING:

Mention of the Industrial Revolution in France, Germany and Italy.

For the treatment of the didactic contents provided in the above complete units of learning, the following aids will be used:

- BARBIERI, G., "The birth of the great industry in Europe", ed. Loescher, Turin, 1977 (book purchased by

each student);

- training test at end of unit;
- class library (20-25 volumes);
- final training test.

3.2 TRAINING FORM: WORK

3.2.1 COMPLETE UNIT OF LEARNING:

The occupational sectors in Italy

- the occupational evolution in Italy.

3.2.2. COMPLETE UNIT OF LEARNING:

Trade Unions in Italy.

- the union's functions;
- the history of the union: from the beginning to the present;
- structure and organization of the union;
- the unions today.

3.2.3. COMPLETE UNIT OF LEARNING:

The social legislation and labor contracts;

- work in the Constitution;
- the social legislation;
- what is a labor contract;
- relationship between work and rules in labor contract;
- apprenticeship;
- working environment;
- worker's Articles of Association;
- mandatory social insurance and insurance Institutes.

For the treatment of the didactic contents provided for the above complete units of learning, the following aids will be used:

- class library;
- training test at end of unit;
- final training test.

Furthermore, for the complete learning unit N°3.2.1., the following aids will be used:

- statistic data regarding occupation in Italy (evolution in time);
- video recording concerning the birth of Industry in Italy (not mandatory).

For the complete unit of learning N°3.2.2. the instalment guide for the students will be used.

Finally, for the complete unit of learning N°3.2.3. the publication "Safeguarding the worker in social legislation", will be used, ed. Professional Orientation Center of the Autonomous Province of Trento.

4th TRAINING FORM: ELEMENTS OF ECONOMY

The teaching of this training form, aimed at the specific acquisition of knowledge in economic matters is carried out by the use of an audio-visual edited by FORMEZ (C.N.I.T.E.). Besides commented slides, this also includes a series of

instalment guides for the teacher and students.

4.1 COMPLETE UNIT OF LEARNING:

Why an elementary course in economy?

4.2 COMPLETE UNIT OF LEARNING:

Enterprises and the family.

4.3. COMPLETE UNIT OF LEARNING:

Relationship between enterprises and the family.

4.4. COMPLETE UNIT OF LEARNING:

Economic system in a reintegrated state.

4.5. COMPLETE UNIT OF LEARNING:

Economic system with more.

4.6. COMPLETE UNIT OF LEARNING:

The modern enterprise and exchanges between the enterprises.

4.8. COMPLETE UNIT OF LEARNING:

Savings in the family and in the enterprises.

4.9. COMPLETE UNIT OF LEARNING:

Money

4.10 COMPLETE UNIT OF LEARNING:

Short term credit. Bank deposits and loans.

4.11 COMPLETE UNIT OF LEARNING:

The creation of credit.

4.12 COMPLETE UNIT OF LEARNING:

Medium and long term credit.

4.13 COMPLETE UNIT OF LEARNING:

The public administration as a productive enterprise of services.

4.14 COMPLETE UNIT OF LEARNING:

The public administration's revenue.

4.15 COMPLETE UNIT OF LEARNING:

International economic relationships.

4.16 COMPLETE UNIT OF LEARNING:

Trade balance and balance of payments.

4.17 COMPLETE UNIT OF LEARNING:

Introducing international commerce in the revenue circuit - national expenses and revenue.

4.18 COMPLETE UNIT OF LEARNING:

The added value method.

4.19 COMPLETE UNIT OF LEARNING:

National economic accounts.

4.20 COMPLETE UNIT OF LEARNING:

The national economic balance.

GUIDE FOR THE TEACHER

1st complete unit: The importance and use of the verbal language.

MOTIVATION

The objectives which are intended to be achieved by the student with this unit are:

- awareness of the importance of communication and of the language as a more powerful means;

- be able to distinguish a signal and a sign;

- production activity (written synthesis of the discussions, summaries, production of various exercises).

In order to identify the stimulating questions, it is advised that the student be faced with a series of situations such as:

- what does a customer who wants a cup of coffee do in a bar?
- what does a mute do at a bar if he wants a cup of coffee?
- what does a blind do at a bar if he wnats a cup of coffee?
- you want to take a train and visit a friend who is a Merano, what do you do? (train schedule)

- you want to communicate with a friend who lives in Rome, what do you do? (telephone, telephone book, telegram, letter, etc.)
- what would happen if we could no longer communicate?
- hypothesize situations in which it is not neccessary to communicate.

ACTIVITY

1) Open discussion on the situations proposed and the ways to communicate. The student must be able to supply examples of the problem.

- You can help the student consider that the language is a communication system, the most powerful; this is possible by comparing the various communication systems (language, sign language, sight, etc.)

- The student must be brought to discover that language is not only needed to give a meaning to a significance (it is not nomenclature) but it is needed for expressing and communicating.

Thus the importance of understanding and being understood is born so as to communicate not only within a small circle, but with many

In conclusion the following must rise:

a) the importance of verbal communication;

b) the possibility of transmitting ones thought through signals;

c) the difference between signal and sign;

d) language is a sign system.

2) Written synthesis of the discussion: it is evident that the first few times the teacher will have to guide the students so that the synthesis can result to be as close as possible to the discussion held.

3) Carrying out the exercises proposed in the book. Other exercises are on:
Altieri Biagi, "From the language to grammar" page 25-28.

4) Individual reading and studying of the book in the first unit. (this activity may be used for homework).

This dossier has Been prepared collecting different papers appeared in 'Professionalità", revieus directed by, Prof. M. Colasanto, and published by "La Scuola, Brescia".

In particular we present here studies by M. Colombo F. Bertoldi, M. Tonini.